

PITT COMMUNITY COLLEGE
LIBRARY
PROCEDURES IN SUPPORT OF THE
COLLECTION DEVELOPMENT AND MANAGEMENT POLICY

RATIONALE FOR POLICY

The Library supports the total educational program of the College. This program requires a diverse set of materials unique to a community college Library. The College offers courses to a student population that varies widely in age, experience, and educational achievement. Librarians make Library resources available in the format most appropriate to the subject matter, whether print, non-print, or electronic. They assist those who use the Library with locating information resources and teach users how to evaluate and use the resources effectively so that all may achieve their potential, contribute to the economic development and quality of life in the community, and engage in lifelong learning. The Library works with students whether they walk into the Library or whether they are virtual students calling or accessing the Library through its web pages. The Library recognizes that its web pages and their links are the Library for students, faculty, and community users who do not come to the campus facility.

RESPONSIBILITY FOR SELECTION

Ultimate responsibility for the selection of Library resources rests with the Assistant Vice President of Learning Resources, who operates within the framework of policies approved by the Board of Trustees. Faculty selections are the basis for building the collection in each subject area, and they receive paramount consideration. Faculty members are encouraged to include the needs for their distance learning classes in their considerations and choices for purchase or subscription. In addition to supporting the academic program, the Library supports the needs of the Economic and Community Development and Student Development divisions. The professional librarians on the staff are responsible for general guidance in the selection of resources. Their duties include reviewing faculty requests, suggesting areas for special emphasis, and ensuring that the collection in each area is appropriate to its requirements. The Library also welcomes patron recommendations for selection.

Criteria for Selection of Resources

Priority is based on instructional needs.

- A. The Library considers purchasing materials or subscribing to resources on the basis of:
 1. Overall purpose
 2. Timeliness or permanence
 3. Importance of the subject matter

4. Quality of the writing/production
 5. Readability and popular appeal
 6. Authoritativeness
 7. Reputation and significance of the author/ artist/ composer/
publisher/producer/ etc.
 8. Format
 9. Price
- B. Unless approved by the Assistant Vice President of Learning Resources for unusual circumstances, the Library does not purchase:
1. Multiple copies of a title;
 2. Textbooks for a course offered at the College;
 3. Titles that will lose their value after a short time; and
 4. Titles that contain subject matter or treatment that is not recognized by reputable authority or which is misrepresented as accurate.

DESCRIPTION AND RATIONALE OF THE COLLECTION

The Library acquires or provides access to current and authoritative resources in print, non-print, or electronic format. The Library responds to requests for general interest materials by leasing popular works. An InterLibrary Loan system makes it possible for Library patrons to have access to additional materials. In all, the total collection is intended to be an assemblage of works that provides basic information, arouses intellectual curiosity, improves critical thinking, and advances cultural appreciation.

GENERAL PRINCIPLES

Controversial Works

The Library Bill of Rights (see Appendix A), the Intellectual Freedom Principle for Academic Libraries (see Appendix B), and the Freedom to Read Statement (see Appendix C) apply to all acquisitions of Library resources. The Library recognizes that many Library materials are controversial and that any item may offend some patron. A potentially controversial item will be purchased if it contributes, directly or indirectly, to the program of the College and the needs of the patrons.

Complaints and Censorship

If any patron objects to the availability of an item in the Library, he or she is offered an opportunity to submit a written request, on a standard form, for its reconsideration. (See Appendix D)

When a complaint is made, the procedures are as follows:

- A. The Library representative receiving the complaint should be polite to the patron but make no commitments regarding the challenged material. That representative should ask the patron to file the complaint in writing, using the form prepared for such instances. The patron should return the completed form to the Assistant Vice President of Learning Resources.

- B. The Assistant Vice President of Learning Resources will within ten working days:
 - 1. Inform a specially formed committee representing the community and all areas of the College, referred to as the Learning Resources Advisory Committee. The committee will select a Chair.
 - 2. Place the challenged material on reserve so that members of the Learning Resources Advisory Committee and anyone interested may review it;
 - 3. Check reviews of the challenged material and determine the reviewers' general assessments;
 - 4. Arrange a meeting with the patron and the Learning Resources Advisory Committee. The Chair of the Learning Resources Advisory Committee will be in charge of the meeting. The Committee will weigh very carefully the values and faults of the challenged material. The group shall then make a recommendation, based on the material as a whole, to the Assistant Vice President of Learning Resources. The recommendation may be:
 - a. To take no removal action,
 - b. To remove all or parts of the challenged material from the total college environment, or
 - c. To limit the use of the challenged material.
 - 5. Comply with the decision of the Committee regarding the challenged material.

- C. If any party is not in agreement with the decision of the Committee, the following grievance procedures may be followed:
 - 1. The dissatisfied party shall within ten working days and in writing inform the Assistant Vice President of Learning Resources of the disagreement. The Assistant Vice President of Learning Resources will then within ten working days notify the Chair of the Learning Resources Advisory Committee, the Vice President of Academic Affairs, and the College President. The Chair of the Learning Resources Advisory Committee will be responsible for informing Committee members.
 - 2. The Assistant Vice President of Learning Resources, in cooperation with the President, will arrange a meeting of the complainant(s), the Learning Resources Advisory Committee, and the Vice President of Academic Affairs. The President will preside at this meeting.
 - 3. This group shall carefully evaluate the challenged material. The President will then make a decision regarding the challenged material.

- D. If the decision of the President is not satisfactory to all concerned, the following grievance procedures may be followed:

1. The dissatisfied party shall within ten working days inform the Assistant Vice President of Learning Resources in writing. The Assistant Vice President of Learning Resources will then within ten working days notify the Chair of the Learning Resources Advisory Committee, the Vice President of Academic Affairs, the President, and the Chairman of the Board of Trustees.
2. The Assistant Vice President of Learning Resources, in cooperation with the President and the Chair of the Board of Trustees, will arrange a meeting of the complainant(s), the Learning Resources Advisory Committee, the Vice President of Academic Affairs, and the Board of Trustees.
3. The Chair of the Board of Trustees shall preside at this meeting. The decision of the Board of Trustees will be final.

E. All meetings organized for purposed of evaluating challenged materials will be open to any interested party or group.

Confidentiality of Records

In accordance with the following law of the State of North Carolina:

§ 125-19. Confidentiality of Library user records.

- (a) Disclosure. -- A Library shall not disclose any Library record that identifies a person as having requested or obtained specific materials, information, or services, or as otherwise having used the Library, except as provided for in subsection (b).
 - (b) Exceptions. -- Library records may be disclosed in the following instances:
 - (1) When necessary for the reasonable operation of the Library;
 - (2) Upon written consent of the user; or
 - (3) Pursuant to subpoena, court order, or where otherwise required by law.
- (1985, c. 486, s. 2.)

The Library assures its patrons that their privacy will not be abridged in their quest for information.

All records relating to individual patron registration and circulation of materials by specific patrons are considered to be confidential in nature. The Library will protect the privacy of any borrower who uses the Library. The Library shall not make inquiry into the purposes for which a patron requests information, books, or other Library materials, except insofar as the information may help in finding the material that the patron wants.

The Library's automated Library system does not keep historical records of materials borrowed by individuals. Once an item is returned and any fine due on it paid, the item is immediately removed from the patron record. Library records are for the sole purpose of protecting the public property and are not to be used to identify the types of materials borrowed by individuals. Under no circumstances shall the Library staff provide

information to a third party about what a patron of the Library has borrowed or the kind of information questions the customer asks.

Employees of the Library have been informed that Library records are not to be made available to any person or to any agency or local, state, or federal government except pursuant to such process, order, or subpoena as may be authorized under the authority of and pursuant to local, state, or legislative investigative power. Any representative of a local, state, or federal agency, or any law enforcement officer who requests access to such information must do so through the Assistant Vice President of Learning Resources.

Additionally, any official request for access to such information must be reported immediately to the Assistant Vice President. Upon receipt of such process, order, or subpoena, Library authorities will consult with legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance. If the process, order, or subpoena is not in proper form or if good cause has not been shown, such defects must be corrected before the Library can comply.

Gifts

The Library welcomes donations from individuals, but outdated textbooks, elementary textbooks, manuals, workbooks, and old reference books, as well as old runs of popular periodicals, are not useful to this Library. When a gift is accepted, it becomes the property of the Library, which will determine whether it is to be added to the collection, discarded, exchanged, given to another Library, or sold. Prospective donors are required to agree, in writing, to these stipulations (See Appendix E). If the donor wishes to claim a charitable deduction for income tax purposes, the donor is responsible for providing a detailed inventory of the gifts, with a request for an acknowledgment. No member of the Library staff may give an appraisal. If the donor wishes to make a tax claim, the donor must determine the fair market value.

REPLACEMENT POLICY FOR PATRON COMPUTERS IN THE LIBRARY

With so much of the Library's collection currently in electronic format, the Library is highly dependent on computers in order for its patrons to conduct any type of research or complete assignments. This situation requires that the computers used by patrons in the Library meet or exceed the most advanced computer technology configuration in the general-purpose computer labs on campus.

Pitt Community College is committed to upgrading each patron station every three to five years to the level specified by the North Carolina State Library for new equipment to be purchased with LSTA (Library Services Technology Act) grant funding. The actual upgrade cycle will depend on the availability of equipment funds. (Adopted by the Pitt Community College Management Team on June 26, 1998)

COLLECTION MAINTENANCE

Deselection

Deselection, or the removal of materials from the Library collection, is an integral part of collection management. The deselection criterion used is based on the likelihood of an item being used in the future. Excess duplicate copies of seldom used titles, older editions with out-of-date or incorrect information, and badly damaged copies whose appearance might discourage use are all candidates for the weeding process. When applicable, decisions to remove materials are made after consultation with the faculty members most directly concerned with the possible future use. The following categories of materials should be removed from the collection:

1. Materials in poor physical condition,
2. Outdated materials,
3. Materials superseded by newer or revised ones,
4. Unnecessary duplicate materials.

Repairing

Because major repair of damaged, hardbound books is a highly technical and time-consuming process, staff personnel confine their efforts to minor repairs. Books and periodicals needing to be bound or re-bound are sent to a commercial bindery.

Last Updated: November 4, 2008

APPENDIX A

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other Library resources should be provided for the interest, information, and enlightenment of all people of the community the Library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information, presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a Library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980; reaffirmed January 23, 1996, by the ALA Council

APPENDIX B

Association of College and Research Libraries Intellectual Freedom Principles for Academic Libraries

A strong intellectual freedom perspective is critical to the development of academic Library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to provide an interpretation of general intellectual freedom principles in an academic Library setting and, in the process, raise consciousness of the intellectual freedom context within which academic librarians work. These principles should be reflected in all relevant Library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of Library users is and must be inviolable. Policies should be in place that maintain confidentiality of Library borrowing records and of other information relating to personal use of Library information and services.
3. The development of Library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in Library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university Library. Content filtering devices and content-based restrictions are a contradiction of the academic Library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in Library exhibits and in all relevant Library policy documents.

8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in Library policy, rather than on content of research or discussion.
9. Whenever possible, Library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of Library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

Adopted by ACRL Intellectual Freedom Committee: June 28, 1999

Approved by ACRL Board of Directors: June 29, 1999

Adopted by ALA Council July 12, 2000

APPENDIX C

THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be “protected” against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox or unpopular with the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept with any expression the prejudgment of a label characterizing it or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by: American Library Association
Association of American Publishers

APPENDIX D Request For Reconsideration Of Library Materials

Title _____

Book Periodical Audiovisual Electronic Other

Author _____

Copyright/Issue Date _____ Publisher _____

Request initiated by _____

Address _____

City _____ State _____ Zip _____ Telephone _____

Do you represent:

- Yourself
- An organization (name) _____
- Other group (name) _____

1. To what in the work do you object: (Please be specific. Cite pages.) _____

2. Did you read/review the entire work? _____ If not, what parts? _____

3. What do you feel might be the result of reading or reviewing this work? _____

4. What do you believe is the theme of this work? _____

5. Are you aware of judgments of this work by literary critics? _____

6. What would you like PCC to do about this work? _____

7. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

signature

date

APPENDIX E

**GENERAL GIFTS TO THE LIBRARY
PITT COMMUNITY COLLEGE**

The PCC Library will accept only those gifts that will strengthen the collections or enhance its services. Outdated texts, old magazines, and any materials in poor condition are not useful to the Library.

The donor must read and agree to the following stipulations before the Library can accept any gift:

1. No restrictions are attached to the gift. The PCC Library has the freedom to determine whether gift items will be added to the collections, discarded, exchanged, sold or given to another library.
2. The PCC Library will not appraise the monetary value of a gift. If the donor wishes to make a tax claim, he or she must inventory the items and determine their fair market value. The Library will only acknowledge receipt of a total number of un-inventoried items.

A copy of this form, signed by a Library staff member, will serve as receipt of gift items as noted in the area below.

Please Print the Following Information

Name of Donor: _____

Address: _____

Telephone: _____ E-mail: _____

Please indicate the number of items you donated in each category

_____ # of Hardback Books

_____ # of Paperback Books

_____ # of Magazine Issues

_____ # of Sound Recordings

_____ # of Video Recordings

_____ # of Other Items (Please specify)

Signature of Donor: _____ Date: _____

Signature of Library Staff: _____ Date: _____

THANK YOU FOR YOUR SUPPORT